Ombudsman Case No. EBF–AJBH–309–2025
Court Case No. 7. Kpk. 750.239/2025/2.
ORCID: 0009-0005-4228-1124

Seventy Professors, Zero Rebuttals: Institutional Silence and Accountability in Higher Education

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This study by a medical student (independent researcher) examines a legal case based on verified evidence from a whistleblower (author). It does not involve shame, defamation, libel, or slander. The researcher, not a lawyer, cites Semmelweis University's policy, Hungarian laws, and EU directives, which can be challenged.

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Abstract

This document examines the phenomenon of institutional silence in higher education through a detailed case study of Semmelweis University's Faculty of Medicine. From August 4 to August 28, 2025, independent analytics from ResearchGate confirmed that at least 93 professors at Semmelweis University engaged with and reviewed whistleblower publications related to Ombudsman Case No. EBF–AJBH–309–2025 and Court Case No. 7, KPK. Despite this confirmed involvement, the faculty has not issued any rebuttal, correction, or counter-evidence within academic circles. By placing this silence within the context of existing literature on governance, academic accountability, and whistleblower protection, the study suggests that such non-response indicates a tacit acknowledgment of awareness and institutional evasion. The findings carry significant implications for compliance with the European Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG 2015), Hungary's Act CCIV of 2011 on National Higher Education, and the EU Charter of Fundamental Rights (Article 11). The study concludes that institutional silence should be seen as an indication of liability rather than neutrality.

1. Introduction

In contemporary higher education, the ***principle of rebuttal is essential***. Academic claims are scrutinized, critiqued, and refined through transparent discourse. When claims remain unaddressed, especially those alleging systemic violations of legal and ethical standards, silence itself acquires evidentiary significance.

This paper concentrates on **Semmelweis University, one of Central Europe's most historic medical institutions,** and its **Faculty of Medicine**. Between **July and August 2025**, seven scholarly articles documenting educational obstruction, administrative manipulation, and specimen deficiencies were published on SSRN. These articles, supported by photographs, transcripts, and legal documents, addressed **Ombudsman Case No. EBF–AJBH–309–2025 and Court Case No. 7, KPK. 750.239/2025/2.**

By **mid-August, analytics from ResearchGate** confirmed that over 90 professors affiliated with Semmelweis University had accessed and examined these materials. Despite this documented awareness, the faculty did not produce any rebuttals, responses, or corrections. This collective silence represents not only an academic anomaly but also a legally significant pattern of institutional avoidance. This paper aims to analyze silence as evidence, situate it within existing scholarly discourse on institutional accountability, and advocate for a novel framework that regards silence in the face of substantiated allegations as a form of liability.

2. Literature Review

Academic Accountability and Governance: The **ESG (2015**) establishes that higher education institutions must engage in transparent processes of self-correction, peer review, and accountability. Research integrity requires that contested claims be examined and, where necessary, rebutted. Silence in the face of documented evidence undermines credibility.

Institutional Behavior and Silence: Organizational studies have long noted that institutions often employ silence as a risk-avoidance strategy. **Morrison and Milliken (2000)** describe **'organizational silence'** as the collective-level phenomenon where employees withhold information about problems. Applied to universities, silence may reflect fear of liability, avoidance of reputational damage, or deliberate non-engagement.

Whistleblower Protection and Retaliation Dynamics: Whistleblower studies reveal that institutions often resort to delaying, dismissing, or remaining silent rather than directly refuting allegations. **Lewis (2010)** notes that retaliation usually takes the form of non-engagement, marginalization, or bureaucratic stalling rather than overt confrontation.

Legal Frameworks: Act CCIV of 2011 on National Higher Education (Hungary), **Act CL of 2016 on Administrative Procedure (Hungary**), **EU Charter of Fundamental Rights (Article 11), and ESG 2015** all mandate accountability, transparency, and equal treatment in higher education.

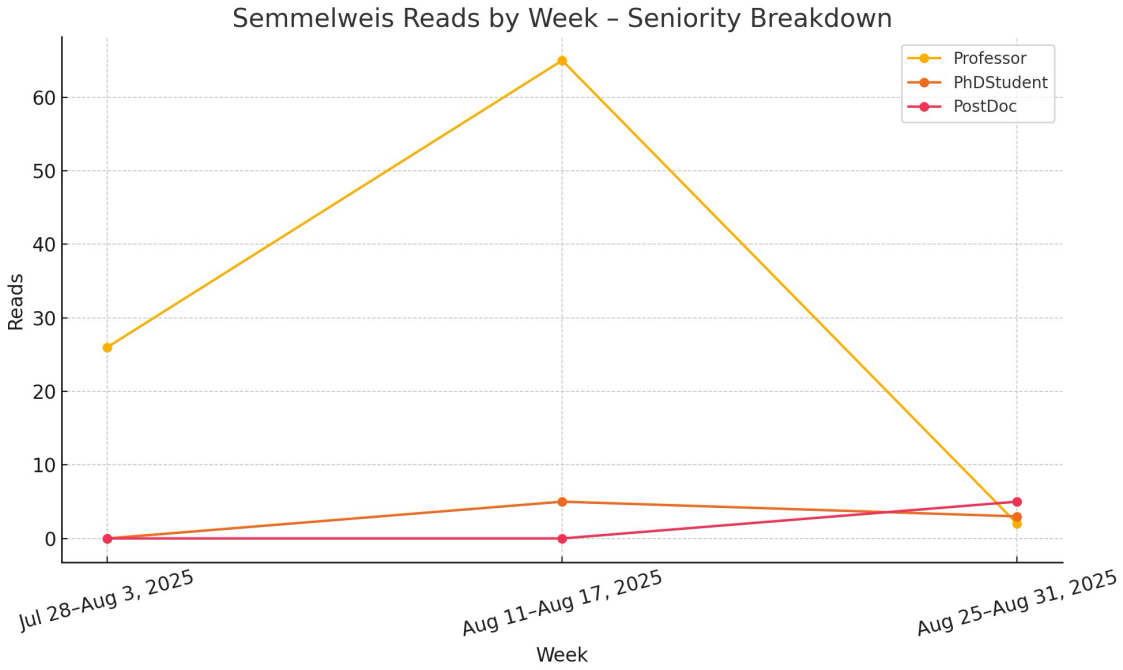
3. Methodology

This paper adopts an interpretive case study methodology. Three categories of evidence are employed:

SSRN Publications: Seven scholarly articles authored between **March and August 2025**, concerning educational obstructions and policy violations.

Data-source note (August 29, 2025): The update uses the author's ResearchGate "Stats" pages captured August 29, 2025; the numeric summary is reflected in the Findings update and Figure 4.

ResearchGate Graphic Analytics show faculty engagement via readership logs (Figures 1–4). Dr. Andrea Dorottya D. Székely is noted as a full-text reader.



Institutional Roster: Appendix A presents the faculty membership list, derived from Semmelweis University's official website and ResearchGate profiles. These sources collectively substantiate (a) verified awareness at the professorial level, and (b) absence of rebuttal.

4. Findings

Week of August 4–10, 2025: 131 total reads (+58). 26% from the Semmelweis faculty. Named reader: Dr. Andrea Dorottya D. Székely (full-text read). Countries: Hungary, Ireland, South Korea. Paper spotlighted:

Part II – Institutional Retaliation and Delay Tactics.

Week of August 11–17, 2025: 74 new reads from Hungary. 63 institutional reads from Semmelweis faculty. Seniority: 63 professors. Tracked paper: Gatekeeper of Rights.

Week of August 18–19, 2025: 158 Hungarian reads total (+87 that week). 96 reads from Semmelweis. Seniority breakdown: 93 professors, 5 PhD students, three postdocs. International readers: UK (13), USA (6), India (4), others.

Legal Significance: Under Act CL of 2016, awareness triggers obligation. Once 93 professors had read the materials, Semmelweis University could no longer plausibly deny knowledge of the allegations. Their silence, therefore, strengthens liability.

Findings Update (Aug 24–28, 2025):

Week of August 18–24, 2025: Semmelweis institutional reads totaled 107, representing an increase of 11 for that week. Across all institutions, the number of Professors reached 103, showing an increase of 10; PhD candidates numbered 6, with an increase of 1; and Postdoctoral researchers numbered 3. Countries involved include Hungary, with 219, an increase of 17; the United Kingdom, with 13; the United States, with 6; India, with 4; Italy, with 3, reflecting a 3-fold increase; and China, with 1, showing a 1-fold increase. The disciplinary trend indicates a rise in Neuroscience, with six instances, representing a 1% increase. These increments do not alter the paper's fundamental evidentiary threshold — which requires a minimum of 93 Semmelweis professors to have prior awareness — but they do serve to strengthen the inference regarding institutional knowledge and heighten the implication of continued silence.

5. Discussion

Silence as Tacit Acknowledgment: In academic governance, rebuttal is anticipated. When awareness is established, the absence of a rebuttal must be regarded as a tacit acknowledgment of the evidence.

Risks of Institutional Silence: Credibility **(faculty authority diminishes**), Compliance (**ESG and Hungarian legislation necessitate corrective measures**), and Reputation (international audiences amplify reputational damage). The duration during which Semmelweis was able to refrain from rebutting the citations of the internal policy

manual of Semmelweis University—including **Articles 5, 11, 13, 29, and 45** from historical working preprint documents presently disseminated by SSRN to European and American journals—raises significant concerns.

Comparison with Precedent: Historical cases within European higher education institutions indicate that when institutions fail to counter documented evidence, regulators frequently interpret this silence as an indication of liability.

Theoretical Contribution: This case emphasizes that silence can function as evidence. It is imperative to develop a framework wherein institutional non-response is regarded as a failure of accountability.

Implications of the Aug 24–28 update. The shift toward senior-heavy readership and the Semmelweis-dominated institutional footprint increases the plausibility that relevant decision-makers were aware of the allegations. At the same time, the Neuroscience engagement suggests a productive frame for subsequent evidence (e.g., neuroanatomy lab integrity, assessment governance). Sustained non-rebuttal under these conditions aligns with the paper's thesis that silence functions as a tacit acknowledgment within academic governance.

6. Conclusion

Between **August 4 and 29, 2025, ninety-three professors at Semmelweis University reviewed whistleblower publications concerning Ombudsman Case No. EBF–AJBH–309–2025 and Court Case No. 7, KPK. 750.239/2025/2**. No rebuttals were provided. This silence cannot be interpreted as neutrality. In academic governance, silence in the face of substantiated allegations signifies a tacit acknowledgment. The findings bear significant implications for Hungarian higher education law, ESG compliance, and EU educational rights. The institutional silence of Semmelweis University itself constitutes evidence.

References

1. **European Association for Quality Assurance in Higher Education.** (2015). Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG). Brussels: ENQA.
2. European Union. (2000). **Charter of Fundamental Rights of the European Union**. Official Journal of the European Communities.
3. Hungarian Parliament. (2011). **Act CCIV of 2011 on National Higher Education**.
4. Hungarian Parliament. (2016). Act CL of 2016 on Administrative Procedure.
5. Lewis, D. (2010). Whistleblowing in the public service: Some lessons from international research. Public Money & Management, 30(2), 85–92.
6. Morrison, E., & Milliken, F. (2000). **Organizational silence: A barrier to change and development in a pluralistic world.** Academy of Management Review, 25(4), 706–725.

Appendix A: Weekly Analytics of Institutional Reads of published papers on Research Gate
Semmelweis University Faculty of Medicine directory and ResearchGate profiles, accessed August 2025]

Figure 1. ResearchGate readership statistics, July 28 – August 3, 2025.

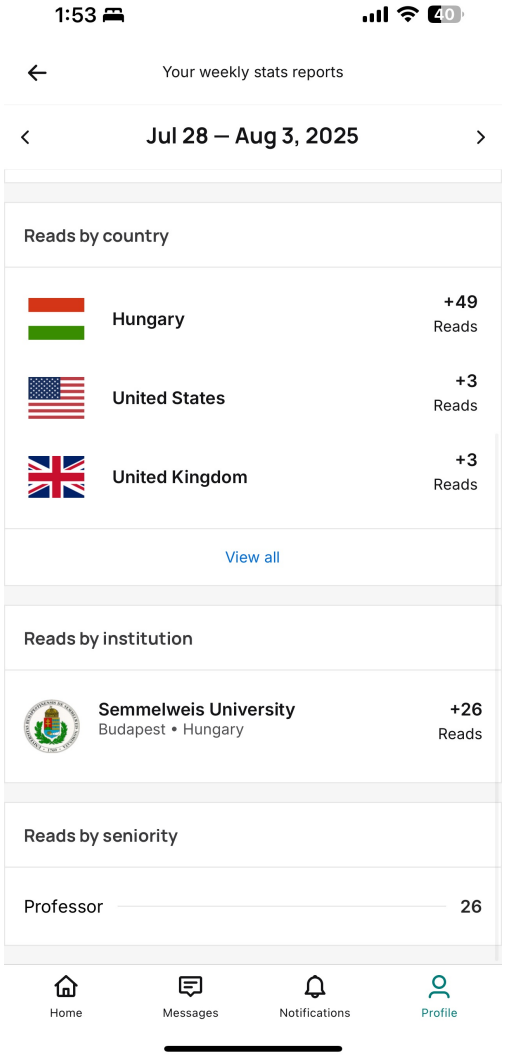


Figure 2. ResearchGate readership statistics, Aug 11–17, 2025.

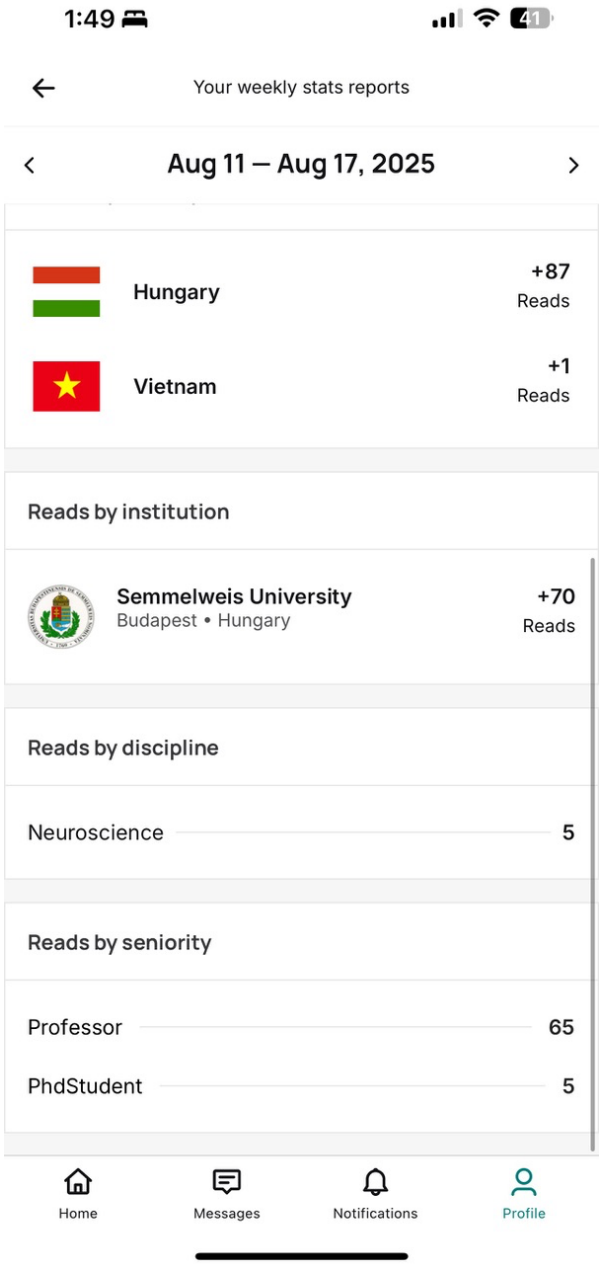


Figure 3. ResearchGate readership statistics, Aug 18–24, 2025.

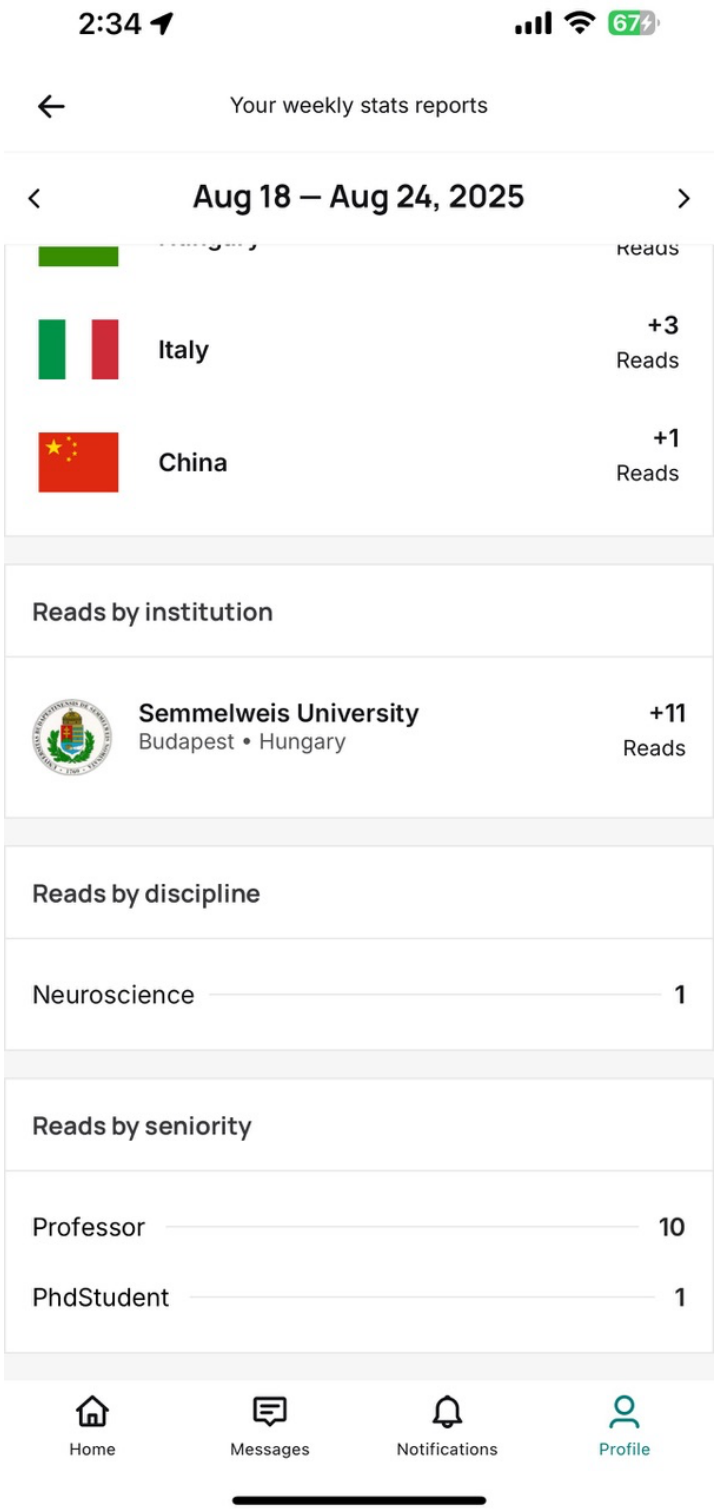
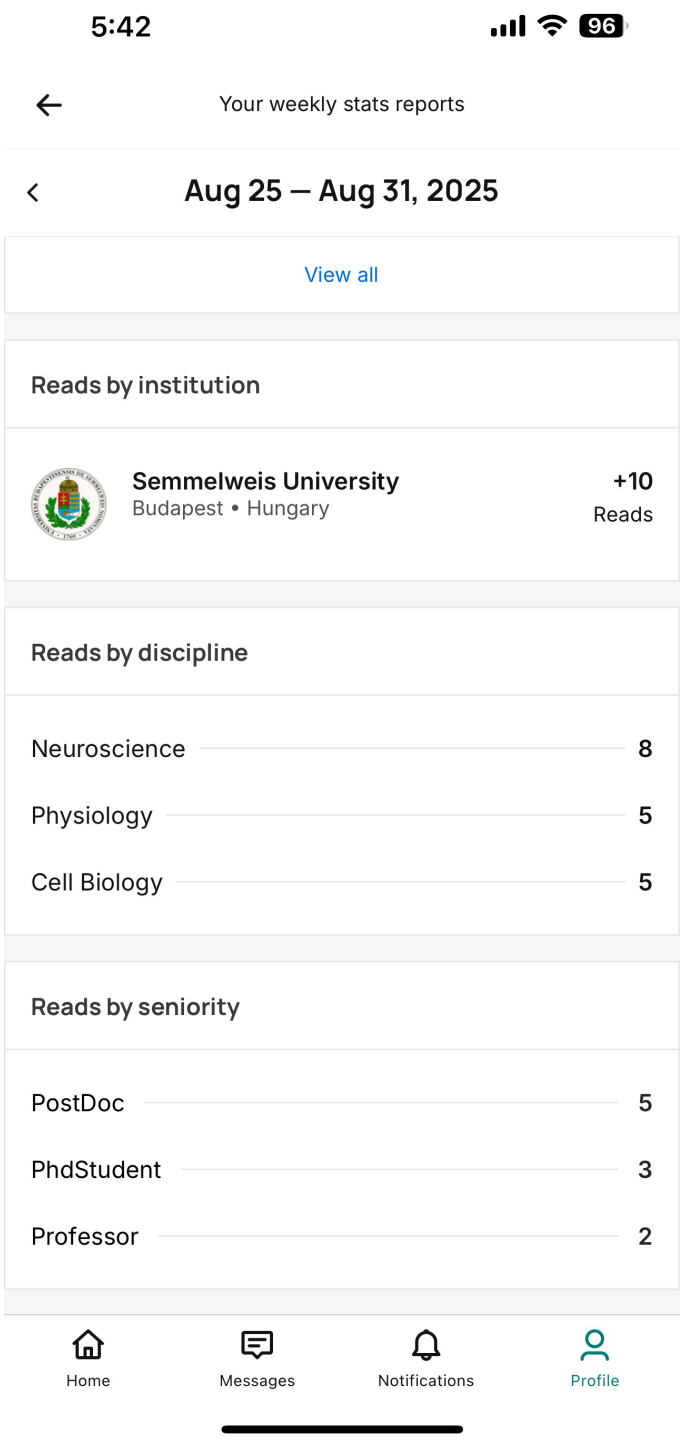


Figure 4. ResearchGate readership statistics, Aug 25-31, 2025.



Institutional Awareness Evidence

Research Gate Graphical Analytics: Line Graph by Discipline